



KentuckyHistoricalSociety

TORN WITHIN & THREATENED WITHOUT

KENTUCKIANS IN THE CIVIL WAR ERA



Post-Visit Activity

High School U.S. History

End of Course Constructed Response Essay

Overview:

The HistoryMobile learning experience consists of pre-visit, visit, and post-visit activities that address ACT Quality Core standards and Kentucky's Core Academic Standards. This post-visit activity is designed to reinforce prior learning and help prepare students for U.S. History End-of-Course (EOC) assessments.

About the Exhibition: The HistoryMobile exhibit "Torn Within and Threatened Without: Kentuckians and the Civil War Era" features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can learn critical thinking strategies and explore the difficult decisions Kentuckians faced during the Civil War. Each story highlights the importance of individual choice as a major factor in shaping Kentucky history.

Time Required:

1 Hour

Standards Addressed:

ACT Quality Core for U.S. History

A. Exploring the Skills and Strategies Underlying U.S. History

1. Process Objectives

- Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
- Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms

- Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
 - Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
 - Analyze how the past influences the lives of individuals and the development of societies
- B. Building a Nation
2. Antebellum America
 - Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period
 3. Civil War and Reconstruction
 - Identify and analyze the technological, social, and strategic aspects of the Civil War

Kentucky Core Academic Standards (2010)

SS-H-HP-U

High School Skills and Concepts

Students will:

- demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data)
 - investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)
 - examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)
- research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts)

Activity (*Teacher Led*)

The following activity mimics the U.S. History End of Course constructed response analysis test. An assessment rubric is included at the end.

Name:
Teacher:

Date:
Class/Period:

- 1) In 1864, Elijah Marrs escaped slavery and joined the Union Army in Louisville. Read the following quotation and consider the choices he faced during the Civil War.**

"I can stand this said I... this is better than slavery, though I do march in line to the tap of the drum. I felt freedom in my bones, and when I saw the American eagle, with outspread wings, upon the American flag... the thought came to me, 'Give me liberty or give me death.'"

Elijah Marrs, *Life and History of the Rev. Elijah Marrs*, 1885.

Using your knowledge of the American Civil War, write an essay in which you assess whether or not slavery was a primary cause of the war. In your essay, discuss any TWO of the following to support your analysis.

- The Declaration of Independence
- Emancipation Proclamation
- The 13th Amendment

You may use additional subjects and/or examples to support your analysis

Begin your response here.

If you need more space, please continue writing on the next page.

Thank you for your work!

Assessment Rubric- Analysis Task

QualityCore U.S. History Constructed-Response Holistic Scoring Guide

1	2	3	4
<p>A response at this level provides evidence of minimal knowledge and understanding of the subject matter.</p> <p>The essay:</p> <ul style="list-style-type: none"> * Demonstrates little or no interpretation and/or analysis of the historical issue and its implications * Provides little or no explanation of the prompt topic. Facts, examples, and details included are mostly incorrect or lack depth. The essay may address fewer than two of the required kinds of evidence * Conveys knowledge and ideas in a manner that is unclear and/or impedes understanding 	<p>A response at this level provides evidence of basic knowledge and understanding of the subject matter.</p> <p>The essay:</p> <ul style="list-style-type: none"> * Demonstrates incomplete or inconsistent interpretation and/or analysis of the historical issue and its implications * Provides some explanation of the prompt topic. Facts, examples, and details included are partially correct, though a few may be incorrect or lack depth. The essay addresses fewer than two of the required kinds of evidence or may address them with little development. * Conveys knowledge and ideas somewhat unclearly 	<p>A response at this level provides evidence of competent knowledge and understanding of the subject matter.</p> <p>The essay:</p> <ul style="list-style-type: none"> * Demonstrates reasonable interpretation and/or analysis of the historical issue and its implications * Provides sufficient explanation of the prompt topic, appropriately using generally accurate facts, examples, and details from at least two of the required kinds of evidence * Conveys knowledge and ideas adequately 	<p>A response at this level provides evidence of thorough knowledge and understanding of the subject matter.</p> <p>The essay:</p> <ul style="list-style-type: none"> * Demonstrates thoughtful interpretation and/or analysis, of the historical issue and its implications * Provides insightful explanation of the prompt topic, effectively using relevant and accurate facts, examples, and details from at least two of the required kinds of evidence * Conveys knowledge and ideas effectively

